DOCUMENT RESUME

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ABSTRACT

The purpose of the project was to develop a career continuum, incorporating within the regular school curriculum the world of work, for grades K-10, which would be adaptable to the total South-Western City School District. It was intended that the program would culminate with the grade 11 and 12 program already in existence. The developed curriculum was used with students in nine elementary, four middle, and three high schools. Field experiences for students were provided at the career orientation and exploration levels. The project was evaluated utilizing locally prepared pre- and post-tests, survey forms, checklists, and data comparison charts. Samples of evaluation instruments are appended. (VA)

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ED113574

Title of Program or Project:	A Career Continuum for Grades K through 10
Project Organization:	South-Western City School District
Initiator:	Mr. Charles W. Besse - Director Vocational Education 614-875-2318
Project Director:	Mr. Donald G. Miller Career Continuum Coordinator 614-875-2318
Transmitted by:	Dr. Martin L. Stahl, Superintendent 614-875-2318
Duration of Activity:	July 1, 1972 through June 30, 1973
Purpose of Grant or Contract:	Research and Training
Use of Funds:	Research in Vocational Education
Total State Funds Expended:	$ 118,108.03 (approximate)
Date Transmitted:	June 29, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE005325

(VT-102-121)

I. ABSTRACT

Title of Project - A Career Continuum for Grades K - 10

Principal Investigator - Mr. Charles Besse

Contracting Agency - South Western City Schools

State Funds Expended - $ 118,108.03 (approximate)

Beginning and Ending Dates - July 1, 1972 through June 30, 1973

Summary of Project -

1. Purpose - This project will develop a career continuum for grades K-10 which will be adaptable to the Grove City attendance area of the South-Western City School District and which will be culminated by the 11th and 12th grade program now in existence.

2. Objectives - To incorporate within the regular K-6 curricula the need for, contribution of and overall place of socially useful labor in our society. To orient each 7th and 8th grade student to a side range of career possibilities. To provide within the educational program of 9th and 10th graders opportunities for each to make in depth exploration of career opportunities.

3. Activities - Staff inservice and time to revise curriculums in K-10 will be provided. Newly prepared material will be used with students in 9 elementaries, 4 middle and 3 high schools. Field experiences will be provided at the orientation and exploration level.

4. Evaluation - Locally prepared pre and post test, survey forms, check lists, and data comparison charts will be utilized.

5. Contribution to Education - A career continuum will be developed which will incorporate within the regular school curriculum the world of work in such a way that positive attitudes will be generated toward all socially useful labor.

II. THE NARRATIVE REPORT PLAN

A. Statement of Problem

The United States was founded and has been developed on the premise that everyone is important - that everybody has a contribution to make and is entitled to a fighting chance to develop the best that is in him. Now great groups of people find themselves in circum-

stances where forces beyond their control overpower them. Of particular concern is that, unless something is done soon, during the next decade there will be 30 million new workers looking for jobs and upward of 1/3 of these have little hope of really obtaining one unless there is a change in what we are now doing.[1]

In addition, it is important that right choices are made. Sometime during the last six years of school work young people must start preparing specifically for his initial working experience. Thirty-five percent of their waking hours will be spent making a living so it follows that no other part of man's activities so completely influence his way of life.[2]

There is therefore a need to develop a continuum of career development that will start at the earliest possible age and continue throughout the school life of each student.

In order to do this, means must be found to make career development an integrated part of the total curriculum. Realistically this is the premise upon which education in the United States has been based since free public education for all became a part of our national heritage. The time has long past when we can afford to operate in isolation from the outside world in the field of education.

The South-Western City School district, Grove City High School and Paul C. Hayes Technical School, have an excellent vocational program at the 11th and 12th grade level but have not developed programming to give students a real understanding of the need for, contribution of and overall place of socially useful labor in our society. Neither has there been adequate programming provided to give students opportunities to investigate career possibilities related to his abilities and interests. In order to provide for this need a vocational continuum will be developed for grade K-10.

It will be the purpose of this project therefore to develop a career continuum for grades K-10 which will be adaptable to the total school system. In the beginning this program will attempt to bring the world of work to the schools. As we proceed through the early experiences and students are motivated to actually observe what takes place in the world of work, orientation to specific job clusters will be provided. This will be followed by actual exploration experiences in real job situations, culminated by training for specific job opportunities in the 11th and 12th grades.

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1 Imperatives in Education, (Washington D.C., American Association of School Administration, 1966) page 21.

2 Ibid

B. Statement of Objectives

K-6 Career Motivation

1. To develop and incorporate within the regular curriculum procedures and materials which will provide opportunities for the student to identify:

    a. need for
    b. contribution of and
    c. overall place of socially useful labor in our society.

2. To provide greater opportunities for each student display of interests including, but not limited to the academic area.

7-8 Career Orientation

1. Each student will be oriented to a wide range of career possibilities.

2. Program development objectives:

    a. To incorporate career materials in the standard catalog of instructional materials located within the middle school.
    b. To develop behaviorally stated objectives and procedures within the 7-8th grade instructional program so as to incorporate career orientation as the one of the major facets in each of the respective disciplines.
    c. To utilize the revised curriculum material with all 7th and 8th grade students to determine if this procedure for providing career orientation is effective.

9-10 Career Exploration

1. Organized the educational program at the 9th and 10th grade level to provide for the individualization necessary to allow students to make in depth exploration of career opportunities.

2. Provide means to obtain an interest and aptitude inventory one correlated with the other for each student.

3. Develop a listing of job opportunities within each of the clusters of occupations that are located in the school area, (30 minutes driving time).

4. Provide a program whereby each student in the 9th grade will be properly counseled as to job opportunities in the area that fit his correlated interest - aptitude inventory.

5. Provide a program whereby school facilities are used for "on the job" exploration activities during the ninth grade.

6. Provide a program whereby each 10th grade student will be given the opportunity in the course of a year to explore in depth (15 hours or more) a minimum of 3 different jobs outside the school setting.

7. Develop a program whereby parents of all 9th graders are oriented to what career exploration is about and provide them with up to date and reliable information so they can discuss realistically with their children vocational opportunities and aspirations.

C. Description of Activities

Career Motivation

Activities for grades kindergarten through fifth grade (K-5) were limited to seven elementary schools, and the sixth grade activities were confined to two middle schools. The total schools were involved and consisted of three thousand one hundred fifty-three (3,153) students and one hundred thirty (130) staff members. All schools are in the Grove City High School attendance area.

Inservice programs were implemented at the building level to help staff members understand the concept of Career Motivation and how to develop procedures to make it an integral part of the curriculum.

Teachers were selected by building principals to serve on career curriculum committees. These committees wrote career integrated units of study for all of the Career Motivation project schools. The format of the units include goals, objectives, suggested implementation activities, the thinking skill processes inherent in each activity, the related academic areas for each activity, and the domains of learning which apply to each activity. Each unit of study includes a resources section and assessment procedures for the unit. The widest possible number of socially accepted varieties of work, their need, contribution, and place in society were incorporated into each unit.

Teachers at each building chose three units of study and implemented them in their classrooms. Field trips were taken to acquaint students with the workers studied in each unit, and workers were invited to speak to students about their particular occupations. The workers who were invited had occupations the same as or similar to those listed in the units of study.

Career Orientation

Activities for grades seven and eight (7 & 8) were confined to two middle schools in the Grove City High School attendance area. The total schools were involved and consisted of one thousand thirty-eight students and fifty-five teachers.

Inservice programs were implemented at the building level to help staff members understand the concept of Career Orientation and how to develop procedures to make it an integral part of the curriculum.

Teachers from each of the four major subject areas (math, social studies, language arts, and science) were selected by building principals to serve on career curriculum committees. The committee members wrote career integrated units of study for both Career Orientation project schools. The format of the career units is the same as that which was developed at the Motivation level. However, the career curriculum material at this level included information from all fifteen USOE Career Clusters to assure that students would become exposed to all aspects of career opportunities.

Teachers at each building chose three units of study and implemented them in their classrooms. Field trips were taken to acquaint students with the workers studied in each unit, and resource speakers talked with students in the classrooms about their occupations. Career materials were housed in the Instructional Materials Centers and made available for staff and student utilization.

Career Exploration

Activities for grades nine and ten were limited to Grove City High School which includes one thousand sixty-four students and eighteen (18) teachers at the ninth and tenth grade level.

Inservice programs were implemented at the building level to help staff members understand the concept of Career Exploration and how to develop procedures to make it an integral part of the curriculum.

A teacher from each of the four major subject areas (social studies, math, language arts, and science) was selected by the building principal to serve on a career curriculum committee. The committee members wrote career integrated units of study for the ninth grade major subject areas. The format of the units is the same as those which were developed at the Motivation and Orientation levels. The career curriculum material at this level dealt with specific subject matter and job simulations relevant to the curriculum content. Career information from the 15 USOE Clusters was included in the units.

The General Aptitude Test Battery (GATB) was administered to ninth grade students and interpretation was provided by the Occupational Information Report. The Ohio Vocational Interest Survey (OVIS) was administered and interpreted to all tenth grade students.

Tenth grade students were asked to list those occupations in which they desired "hands on/job experiences". Arrangements were then made with employers and school personnel to provide these experiences.

A meeting of ninth grade parents was held to aware them of the Career Exploration Curriculum and to mutually share relevant Career Education information.

D. Techniques of Evaluation of Objectives

Career Motivation

1. Students were given pre-tests and post tests in conjunction with each unit of study to determine if the Career Curriculum was making an impact. Questioning techniques were employed at the beginning of the unit to identify for the students and teachers the students' knowledge and understanding of workers listed in each unit. Information gained from the questioning was charted and/or tape recorded and shared with all the children. Records of the discussion were retained and used as a basis for comparison with an identical discussion done at the end of each unit. The information was forwarded to the evaluator so that the total data could be recorded and compared.

2. A questionnaire was developed and forwarded to all teachers at the conclusion of the implementation of each unit with instructions to indicate the amount of interest in the career activities exhibited by their students. Teachers responded by circling the appropriate number on an "interest continuum" and forwarded the information to the evaluator. The total data was compared and recorded.

Career Orientation

1. A survey of staff and students was made to determine if the career materials in the Instructional Materials Centers had been cataloged in accordance with the Dewey Decimal System and were readily available to them. All students and teachers in both middle schools responded to a questionnaire and forwarded the information to the evaluator for tabulation and comparison.

2. A review of all units of study was made by the Career Orientation Curriculum Committee as the units were written to determine if all objectives were stated behaviorally and to assure that all units contained information from all 15 USOE Career Clusters.

3. Students were given pre-tests and post tests in conjunction with the units of study to determine to what extent they became more knowledgeable about career opportunities as a result of the inclusion of Career Orientation material in the regular curriculum.

Career Exploration

1. Administrative, teacher, and student opinion was solicited to determine if opportunities for individualization of curriculum had improved under the revised curriculum structure.

2. A decision was made about correlating the aptitude and interest surveys. The method of interpretation is listed in the Activities section.

3. Counselors were asked to record the time allotted to interest and aptitude inventory correlation. The data was forwarded to the evaluator.

4. A survey was made to determine what percent of participating ninth graders had job simulation activities and to what extent.

5. Questionnaires were developed to allow each participating tenth grade student and employer the opportunity to react to the "hands on/job experiences".

6. A survey form was prepared to give parents the opportunity to react to the concept of Career Education at a parent meeting.

E. Contribution to Education
Results of the Evaluation

Career Motivation

Objective 1. To develop and incorporate within the regular curriculum procedures and materials which will provide opportunities for the student to gain knowledge of the

a. need for
b. contribution of and
c. overall place of socially useful labor in our society.

Findings: Post test results indicate that students identified less obvious workers and were able to list reasons for having specific workers. Also, an increase in the number of workers identified was observed on the post assessments.

Pre-assessment responses of children regarding workers associated to various units were limited in the variety of workers given. Children strongly tended to give the most obvious workers. When questioned for causes of the various workers, children's inferred causes were again limited, varying from "We need a manager to boss" to "We have clerks to sell things". No response even resembled "We have editors, (clerks, secretaries, etc.) because some people choose this type of work because they like it and do well in it."

Post Assessment: The number of workers given doubled generally and in some classes tripled. Variety of workers was evident among every group. Children tended to give the less obvious workers (those behind the scenes) rather than all those more commonly noted. In inferring causes for the various workers, children were able to enumerate several causes for one (1) worker rather than one or two causes as in pre-assessment. They could now readily recognize the need for workers as they identified contribution of services of each worker. An interesting cause/effect relationship noted in several of the classes alluded to the fact "because people want to do what they are doing - are satisfied in their job - services and products to the public are improved and more effective." This was not hinted at in any pre-assessment.

The mean number of specific workers listed on the post assessment was 7.6 compared with 1.4 on the pre-assessment.

Objective 2. To provide greater opportunities for each student's display of interests including, but not limited to the academic area.

Findings: An increase in the number of students who participated in career activities as well as an increase in the level of interest in career activities was observed by teachers during the implementation of the career units.

The questionnaire was distributed to all elementary school teachers before the units were implemented and after the implementation of the units. The results of the questionnaire are as follows:

Pre-unit implementation.
In item one, "How many students are in your classroom?", the ninety (90) respondents indicated: two thousand three hundred thirty (2,330) students.

In item two, "How many career implementation activities were made available to your students prior to November 20?", the ninety (90) respondents indicated: a total of one hundred forty one (141) or an average of .06 career activities per student.

In item three, "How many of your students participated in career implementation activities prior to November 20?", the ninety respondents indicated: one thousand fifty-six (1,056) students or 45% of the students listed in question one.

In item four, "Please indicate the amount of interest in the career activities exhibited by MOST of your students. Circle the appropriate number on the continuum.", the ninety (90) respondents indicated a mean number of 2.04 .

Post unit implementation.
In item one, "How many students are in your classroom?", the eighty respondents indicated: two thousand one hundred forty-one (2,141) students.

In item two, "How many of your students participated in career implementation activities during the implementation of the units?", the eighty (80) respondents indicated: one thousand nine hundred seventy-seven (1,977) or ninety-two (92) percent of the students listed in question one.

In item three, "Please indicate the amount of interest in the career activities exhibited by MOST of your students. Circle the appropriate number on the continuum", the respondents indicated: a mean number of 4.18 .

Conclusions.
Students at the Motivation level are identifying workers through experiences in the units of study and are able to identify the contribution of workers. Also, teachers observe that students are interested in career activities. Thus, one might hypothesize that integrating career activities in all aspects of the curriculum would make the curriculum more relevant for students.

Career Orientation

Objective 1. Each student will be oriented to a wide range of career possibilities.

Findings: Career information from all fifteen USOE Career Clusters was included in each of the units of study.

The Career Orientation Curriculum Committee determined that each of the four units of study written this year included information from all career clusters. Guidelines for developing the career curriculum at this level stated that career material from all career clusters would be incorporated into each unit. Thus, an ongoing evaluation process was performed to accomplish the objective.

Objective 2a. To incorporate career materials in the standard catalog of instructional materials located within the middle school.

Findings: A significant number of teachers and students indicated: (1) that career materials in the IMC are available for their use and (2) that career materials in the IMC are catalogued in accordance with the Dewey Decimal System.[1]

The mean number of times which career materials were used in the IMC was 6.43 for the teachers and 4.67 for the students.

The questionnaire was distributed to all middle school teachers and students at the close of the school year. The results of the questionnaire are as follows:

In item one, "Are Career Materials in the IMC available for your use?", the respondents indicated: 33 or 100 percent of the teachers and 1,247 or 96 percent of the students answered yes and 0 or 0 percent of the teachers and 46 or 4 percent of the students answered no.

In item two, "Are Career Materials in the IMC catalogued in accordance with the Dewey Decimal System?", the respondents indicated: 35 or 83 per cent of the teachers and 1,016 or 80 per cent of the students answered yes and 7 or 17 percent of the teachers and 250 or 20 percent of the students answered no.

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[1] Significance of the data was determined by assuming a null hypothesis and by using the formula $X^2 = \{ \left[\frac{(Fo - Fe)^2}{Fe} \right]$

In item three, "How many times have you used career materials in the IMC? (Circle the correct answer)", 4 or 10 percent of the teachers and 231 or 20 per cent of the students circled 2; 2 or 5 per cent of the teachers and 167 or 14 per cent of the students circled 3; 4 or 10 percent of the teachers and 129 or 11 percent of the students circled 4; 7 or 17 per cent of the teachers and 105 or 9 per cent of the students circled 5; 0 or 0 per cent of the teachers and 68 or 6 percent of the students circled 6; 1 or 2 percent of the teachers and 48 or 4 per cent of the students circled 7; 1 or 2 per cent of the teachers and 38 or 3 per cent of the students circled 8; 0 or 0 per cent of the teachers and 23 or 2 percent of the students circled 9; 18 or 41 percent of the teachers and 216 or 18 percent of the students circled 10 or more.

Objective 2b. To develop behaviorally stated objectives and procedures within the 7-8th grade instructional program so as to incorporate career orientation as one of the major facets in each of the respective disciplines.

Findings: All objectives within each unit of study were stated behaviorally and career orientation material was integrated into all of the major subject areas.

The Career Orientation Curriculum Committee determined that all objectives in the units of study were stated behaviorally and career orientation material was integrated into all the major subject areas. Guidelines for developing the career curriculum stated that all objectives were to be written behaviorally and that Career Orientation material was to be incorporated into all of the major subject areas (math, language arts, science, and social studies). Thus, an ongoing evaluation was performed to accomplish the objective.

Objective 2c. To utilize the revised curriculum material with all 7th and 8th grade students to determine if this procedure for providing career orientation is effective.

Findings: An increase in student test performance was noted between the career pre-tests and post tests.

Career tests were given to all students before and after the implementation of each career unit to determine the effectiveness of the unit. The appropriate tests were included with each unit. The results are as follows:

Data reported from the two middle schools indicated that the mean score percentage achieved by students was twenty-three per cent (23%) on the pre-tests and sixty-four per cent (64%) on the post tests.

Conclusions.
Students are being oriented to information from all 15 USOE Clusters, and career materials are being utilized by students and teachers in the IMC.

Career Exploration

Objective 1. Organize the educational program at the 9th and 10th grade level to provide for the individualization necessary to allow students to make in depth exploration of career opportunities.

Findings: Relevancy to the world of work is being developed as an integral part of the curriculum.

Survey forms were developed and distributed to ninth grade staff and students to gain opinions of the revised curriculum structure. Staff responses were grouped according to (1) curriculum/world of work relevancy, (2) curriculum revision, and (3) observation of student affective behavior. Student responses were grouped according to (1) affective comments (interested, enthusiastic, motivated, etc.) and (2) curriculum/world of work relevancy. The staff results are as follows:

In item one, "What are some things you have done in writing and implementing the career units to help your students relate the content of the subject matter to the world of work?", the staff respondents indicated: 8 or 72 percent made statements pertaining to curriculum revision.

In item two, "What are some specific things you observed about your pupils when you implemented career simulation activities in your subject area?", the respondents indicated: 5 or 45 percent made statements pertaining to observation of affective behavior.

The student results are as follows:

The following was read to students. "From time to time during this year, you have been involved in activities which gave you an opportunity to learn how (subject) is related to what people do to earn a living. What do you remember learning about how (subject) is related to what people do to earn a living?", the respondents indicated: students in 10 or 100 percent of the responding classes made statements pertaining to curriculum relevancy and 5 or 50 percent made affective comments.

Objective 2. Provide means to obtain an interest and aptitude inventory one correlated with the other for each student.

Findings: The General Aptitude Test Battery was interpreted by using the Occupational Information Report.

The General Aptitude Test Battery and Ohio Vocational Interest Survey (GATB-OVIS) Combined Report was not utilized. Raw score data from each student's ninth grade GATB scores must be included on the OVIS answer sheets in order for each student to receive the GATB-OVIS Combined Report. Because the GATB raw score data was not available for tenth grade students this year, it was impossible to receive the print out. However, the Ohio Vocational Interest Survey was administered to tenth grade students and interpretation was provided through the OVIS Student Profile.

Objective 3. Develop a listing of job opportunities within each of the clusters of occupations that are located in the school area, (30 minutes driving time).

Findings: A listing of job opportunities was not developed.

Employers in the Columbus metropolitan area were contacted about furnishing a list of occupations in their facilities. Most employers indicated a willingness to cooperate but indicated that no such list of occupations existed. The project was abandoned.

Objective 4. Provide a program whereby each student in the 9th grade will be properly counseled as to job opportunities in the areas that fit his correlated interest-aptitude inventory.

Findings: Each student who was administered the GATB or OVIS received counseling/interpretation of same.

The GATB was administered and interpreted to all ninth grade students. Counselors interpreted the Occupational Information Report in group sessions. Each group session lasted approximately two hours.

The OVIS was administered and interpreted to all tenth grade students. Counselors interpreted the OVIS Student Profile in group sessions. Each group session lasted approximately forty-five minutes.

Objective 5. Provide a program whereby school facilities are used for "on the job" exploration activities during the ninth grade.

Findings: Job simulation activities were made available to students and 84% of the students participated.

A survey form was distributed to teachers to determine the percentage of students who participated in career simulation activities and the approximate amount of time each student spent in each of the sampling are as follows:

In item one, "What percentage of your students participated in career simulation activities?", the eleven respondents indicated: the mean percentage was eighty-four percent (84%).

In item two, "What was the approximate amount of time each student spent in each career simulation activity?", the eleven respondents indicated: the mean amount of time was five hours and forty-five minutes.

Objective 6. Provide a program whereby each 10th grade student will be given the opportunity in the course of a year to explore in depth (15 hours or more) a minimum of three (3) different jobs outside the school setting.

Findings: A significant number of students indicated that: (1) the job experience caused them to strengthen their opinion about a specific career, (2) workers talked with them, (3) they asked questions of workers, and (4) they believe job experiences of this type will help students become more knowledgeable of specific occupations. A significant number of employers indicated that: (1) students asked questions, and (2) they believe that job experiences of this type will help students become more knowledgeable of specific occupations.[2]

The questionnaires were distributed to tenth grade students and employers. The results of the sampling are as follows:

Student.
In item one, "Did you participate in a job experience which represented your first career choice?", the respondents indicated: 150 or 72 percent answered yes and 58 or 28 percent answered no.

In item two, "Did you participate in a job experience which represented your second career choice?", the respondents indicated: 87 or 42 percent answered yes and 120 or 58 percent answered no.

In item three, "Did you participate in a job experience which represented your third career choice?", the respondents indicated: 32 or 15 percent answered yes and 169 or 68 percent answered no.

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[2] Ibid

In item four, "Did your job experiences cause you to change your opinions about a specific career?", the respondents indicated: 68 or 34 percent answered yes and 132 or 66 percent answered no.

In item five, "Did your job experiences cause you to strengthen your opinions about a specific career?", the respondents indicated: 136 or 65 percent answered yes and 71 or 35 percent answered no.

In item six, "Was the purpose of the job experiences explained to you?", the respondents indicated: 183 or 88 percent answered yes and 24 or 12 percent answered no.

In item seven, "Did any of the workers talk with you?", the respondents indicated: 184 or 88 percent answered yes and 23 or 12 percent answered no.

In item eight, "Did you ask questions of the workers?", the respondents indicated: 146 or 71 percent answered yes and 58 or 29 percent answered no.

In item nine, "How would you rate the employers' interest in your job experience?", the respondents indicated: 11 or 5 percent answered low, 105 or 51 percent answered average, and 88 or 43 percent answered high.

In item ten, "What was your overall impression of the job experience?", the respondents indicated: 11 or 5 percent answered poor, 38 or 18 percent answered fair, 103 or 50 percent answered good, and 54 or 26 percent answered excellent.

In item eleven, "Do you believe job experiences of this type will help students become more knowledgeable of specific occupations?", the respondents indicated: 186 or 91 percent answered yes and 18 or 9 percent answered no.

Employer.

In item one, "Was there adequate correspondence between you and our school district prior to the students' job experience?", the respondents indicated: 33 or 98 percent answered yes and 1 or 2 percent answered no.

In item two, "Was the purpose of the job experience program explained to you?", the respondents indicated: 33 or 91 percent answered yes, and 3 or 8 percent answered no.

In item three, "Did the students ask questions?", the respondents indicated: 30 or 88 percent answered yes and 4 or 12 percent answered no.

In item four, "How would you rate the students' interest in the job experiences?", the respondents indicated: 2 or 6 percent answered

low, 24 or 66 percent answered average, and 10 or 27 percent answered high.

In item five, "What was your overall impression of the students?," the respondents indicated: 1 or 3 percent answered poor, 5 or 14 percent answered fair, 21 or 58 percent answered good, and 12 or 33 percent answered excellent.

In item six, "Do you believe job experiences of this type will help students become more knowledgeable of specific occupations?", the respondents indicated: 34 or 97 percent answered yes and 1 or 3 percent answered no.

Objective 7. Develop a program whereby parents of all 9th graders are oriented to what career exploration is about and provide them with up to date and reliable information so they can discuss realistically with their children vocational opportunities and aspirations.

Findings: A significant number of parents believe that Career Education will be useful and educational to students.[3]

The parent questionnaire was distributed to parents at the conclusion of the program. The results of the questionnaire are as follows:

In item one, "Do you feel the career education program will be useful and educational to students at Grove City High School?", the respondents indicated: 12 or 100 percent answered yes and 0 or 0 percent answered no.

In item two, "Would you be willing to have students visit your business or place of employment?", the respondents indicated: 7 or 100 percent answered yes and 0 or 0 percent answered no.

Conclusions.
Means to help students make career decisions are being implemented. Career Education has parent and employer endorsements.

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[3] Ibid

Significance of the Project

Career activities have been found to be high interest activities for students. Therefore, it would seem appropriate to continue to develop such activities and integrate them into all aspects of the curriculum in every level and use them as a vehicle to produce cohesiveness in the curriculum and promote relevancy of the curriculum to the outside world.

The Career Continuum Curriculum is helping to provide planned, goal oriented experiences for all students beginning with kindergarten and continuing through grade ten. It is also enabling educators at all levels to view curriculum experiences for children as being planned and sequential rather than isolated experiences.

The findings of this year's evaluation will be used to revise and continue to develop the career curriculum. District administrators and staff will be made aware of the findings of the evaluation through in-service meetings and/or correspondence.

III. THE PERSONNEL AND FACILITIES

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IV. APPENDED ITEMS

K - 6 Pre-Evaluation of Proposal Objective 2

1. How many students are in your classroom? _____

2. How many career implementation activities were made available to your students prior to November 20?

_____

_____

3. How many of your students participated in career implementation activities prior to November 20?

_____

4. Please indicate the amount of interest in the career activities exhibited by MOST of your students. Circle the appropriate number on the continuum.

No Interest 1 2 3 4 5 High Interest

K - 6 Post Evaluation of Proposal Objective 2

1. How many students are in your classroom? _____

2. How many of your students participated in career implementation activities during the implementation of the last career unit?

_____

3. Please indicate the amount of interest in the career activities exhibited by MOST of your students. Circle the appropriate number on the continuum.

No Interest 1 2 3 4 5 High Interest

CAREER ORIENTATION

Objective 2A - Teacher

1. Are career materials in the IMC available for your use?

Yes_____ No_____

2. Are career materials in the IMC catalogued in accordance with the Dewey Decimal System?

Yes_____ No_____

3. How many times have you used career materials in the IMC?

1 2 3 4 5 6 7 8 9 10 or more

(Circle the correct answer)

CAREER ORIENTATION

Objective 2A - Student

1. Are career materials in the IMC available for your use?

   Yes_____ No_____

2. Are career materials in the IMC catalogued by the Dewey Decimal System?

   Yes_____ No_____

3. How many times have you used career materials in the IMC?

   1 2 3 4 5 6 7 8 9 10 or more

   (Circle the correct answer)

CAREER EXPLORATION

Objective 1 - Teacher _____

1. What are some things you have done in writing and implementing the career units to help your students relate the content of the subject matter to the world of work? (Please list or tape record your responses.)

2. What are some specific things you observed about your pupils when you implemented career simulation activities in your subject area? (Please write or tape record your responses.)

CAREER EXPLORATION

Objective 1 - Student Reaction

Read to Students: From time to time during this year, you have been involved in activities which gave you an opportunity to learn how (subject) is related to what people do to earn a living. What do you remember learning about how (subject) is related to what people do to earn a living? (Please list or tape record your student' responses.)

CAREER EXPLORATION

Objective 5 - Teacher _____

1. What percentage of your students participated in career simulation activities?

   _____

2. What was the approximate amount of time <u>each</u> student spent in <u>each</u> career simulation activity?

   _____

9 - 10 Evaluation
Objective 6

Employer Reaction-10 Form 9C

1. Was there adequate correspondence between you and our school district prior to the students' job experience?

   Yes_____ No_____

2. Was the purpose of the job experience program explained to you?

   Yes_____ No_____

3. Did the students ask questions? Yes_____ No_____

4. How would you rate the students' interest in the job experiences?

   Low_____ Average_____ High_____

5. What was your overall impression of the students? (conduct, interest, appearance, attitude, etc.)

   Poor_____ Fair_____ Good_____ Excellent_____

6. Do you believe job experiences of this type will help students become more knowledgeable of specific occupations?

   Yes_____ No_____

7. Please make suggestions which we can use to improve our program. (Use back if necessary.)

   _____

   _____

   _____

CAREER EXPLORATION

Objective 6 - Student Reaction

1. Did you participate in a job experience which represented your first career choice?

   Yes_____ No_____

2. Did you participate in a job experience which represented your second career choice?

   Yes_____ No_____

3. Did you participate in a job experience which represented your third career choice?

   Yes_____ No_____

4. Did your job experiences cause you to change your opinions about a specific career?

   Yes_____ No_____

5. Did your job experiences cause you to strengthen your opinions about a specific career?

   Yes_____ No_____

6. Was the purpose of the job experiences explained to you?

   Yes_____ No_____

7. Did any of the workers talk with you? Yes_____ No_____

8. Did you ask questions of the workers? Yes_____ No_____

9. How would you rate the employers' interest in your job experience?

   Low_____ Average_____ High_____

10. What was your overall impression of the job experience?

    Poor_____ Fair_____ Good_____ Excellent_____

11. Do you believe job experiences of this type will help students become more knowledgeable of specific occupations?

    Yes_____ No_____

PARENT QUESTIONNAIRE

1. Do you feel the career education program will be useful and educational to students at Grove City High School? Yes_____No_____

2. Would you be willing to have students visit your business or place of employment? Yes_____No_____

3. Please list any suggestions you have to contribute to the career education program.

_____

_____

_____

_____

_____

_____